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THE DEAN’S WELCOME REMARKS**

THE EFFECT OF BILINGUAL BASED INSTRUCTION IN TEACHING ENGLISH FOR ACADEMIC PURPOSES

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Abstract— *This study aims at investigating the effect of bilingual based instruction in teaching English for academic purposes at Physics Education Department of Tarbiyah and Teacher training faculty of Universitas Islam Negeri Alauddin Makassar. This study was descriptive study. The samples of this study were one lecturer of English for academic lecturer and 36 students. The instrument of the study was observation guide and document. Data of this study analyzed descriptively. The result of the study shows that bilingual based instruction implemented by the lecturer was English-Indonesian Instruction. The frequency of target language used by the lecturer was more than native language. Students' achievement increases after implementation of bilingual-based instruction. 50% of students got good category and 50% students got very good category. The means score of the students are in very good category. This indicates that bilingual-based instruction (BBI) is effective in teaching English for academic purposes. Therefore, it suggested to use Bilingual-based Instruction (BBI) in teaching English for academic purposes.*

Index Terms—Bilingual-based Instruction, English for academic purposes, Students' achievement

INTRODUCTION

Teaching English for academic purposes at physics education department is hoped to facilitate students to be able to access printed material and video material in English relating to the students' mayor. Students are hoped be able to communicate and interact with reading related to their mayor. In order to achieve the goal, so the learning process should facilitate students in which they can interact actively.

The phenomenon of students of Physics Education department learn their target language is by using their mother language. The learners put to their mother tongue the target language that they learn. In addition, they also think in their first language. When they are in discussion class, they first think in their first language then they try to translate into the target language. Even though the process of translating is sometimes fast because they have had some previous prior knowledge about the concept (observation in the classroom during 2013).

Act number 24 year 2009 article 29 paragraph 2 allows the use of target language besides native language as language instruction. The using of target language as language instruction aimed to support the mastery of target language. This government allows teacher/lecturer to use English language as language instruction in teaching English besides Indonesian.

Data got from observations and the interviews showed that the lecturer used native and target language as a language instruction in teaching process. The teacher

opened the class using target language and sometimes using native language to explained new vocabularies. The teacher used native language to explain about the material, and to give instruction. Sometimes teacher gave instruction in English then translated into native language. The teacher used code-switching and code mixing strategies (Nurpahmi, 2017).

In relation to the phenomena, exposure of the target language can facilitate learner to accustom to the language. August & Shanahan (2006) postulates that conceptual and linguistic elements may be transferred from one language to the other if the learner has sufficient exposure to the other language and motivation to learn it. Even learners of linguistically distant languages may have the capacity to transfer conceptual, cognitive, and academic elements, as well as metacognitive and metalinguistic strategies, across two languages. Yih-Lin et.al. (2014) based on his finding suggest that strategic use of code-mixing of bilinguals' L1 and L2 in instruction may enhance students' bilingual development and maximize their learning efficacy.

Based on the previous findings, the writer would like to investigate how is the implementation of bilingual-based instruction in teaching English for Specific purposes in Islamic university.

REVIEW LITERATURE

Bilingual based instruction is instruction which uses native and target language as language instruction. The function of teachers' language and students' language is not only as language medium but also as language source. The students can acquire the utterance from the exposure around them in classroom interaction.

Bilingual education in the world is not a new phenomenon. Scholars have conducted research on this case to find out the effect of bilingual education toward students language proficiency and role of teachers' language towards student language in bilingual settings.

Bilingual model gave positive contribution toward students' English proficiency (Forman 2008, Galvan-Luis, 2010: 76, Sanders 2010:106). According to Galvan-Luis (2010: 76) among four model of bilingual settings, the best improvement in English language proficiency belongs to dual language 90:10 instructional program, followed by transitional bilingual, dual language 50:50, and English only instructional programs.

Bilingual model can also give contribution toward students' motivation in learning English. Ma (2010:108) found that firstly, the Dual Language program students intend to master both languages-- English and Spanish well while the Transitional Bilingual Education students prefer to speak English than Spanish and it indicated that they forget their native language. Second, the Dual Language students have more self-efficacy with grammar than the students in the Transitional Bilingual Education. Lastly, Dual Language students thought that learning English will benefit them in the future while the Transitional Bilingual students thought that learning English is more as a survival tool.

On the contrary, bilingual setting affect negatively toward students' academic performance. Roquiquez (2011:107) who investigates about why some bilingual students have low academic performance found that the main reason why students have low academic after transition is related to low proficiency in the area of English as a

second language, lack of formal English as second language instruction, especially in the areas of vocabulary and comprehension, inadequate implementation of the bilingual program.

Noor and Harun (2015) found that the study of bilingual teaching classroom of Malaysian community colleges was designed for developing a brand new environment of teaching in a bilingual classroom. The result indicates that the needs of the language for each classroom are highly depend on the teachers' competencies of the language used instead of the learners' needs. In a nutshell, the bilingual teaching classroom of community colleges can be evaded by practicing better approaches and methods in teaching.

Students who are in bilingual classroom also have negative perception. Chai, et.al, (2016) found that nursing students' satisfaction with the textbooks, teachers, teaching methods and overall teaching result is not high in nursing bilingual teaching in China. Furthermore, Chai, et.al, (2016) recommends that bilingual teaching in China need to be improved include establishing suitable bilingual teaching material, training teaching faculty members and adopting proper teaching methods.

Yan, Zhang, Xu, Chen, & Wang(2016) states that it is predicted that bilinguals rely on their first language (L1) to process the second language (L2).

According to Krashen's human acquire the language in the same way. Human acquire language by comprehending message or understanding messages (Krashen, 1985:2). In Krashen's view, acquisition takes place by means of a learner's access to comprehensible input. He comments that the input, which is totally incomprehensible to learners, is not likely to cause learning to tack place. Teacher talk, actually serves as main sources of input of language exposure in classroom learning, is more important for foreign language learning, so teachers should make their input comprehensible and in right quantities (Xiao-Yan, 2006).

August& Shanahan (2008) affirm that conceptual and linguistic elements may be transferred from one language to the other if the learner has sufficient exposure to the other language and motivation to learn it. Even learners of linguistically distant languages may have the capacity to transfer conceptual, cognitive, and academic elements, as well as metacognitive and metalinguistic strategies, across two languages. Yih-Lin et.al. (2014) based on his finding suggest that alternation of first language and second language in bilingual instruction may exploit students' bilingual enhancement and exploit students' learning efficacy. Furthermore, Myojin (2007) found that the more English used in teacher talk in English Foreign Language classrooms used, the more English listening comprehension skills improved. It indicated that the more the lecturer used English, the more exposure the student got. The more exposure to the students, the more English can be acquired by the students.

RESEARCH METHOLODY

A. Design of Research

This research is categorized a descriptive study.

B. Population and Samples

The research was conducted at Phisycs Education Department of Alauddin State Islamic University of Makassar. The lecturer in teaching English for academic purposes implements a bilingual based instruction during classroom interaction. The university is located in Samata Gowa regency of South Sulawesi Province in Indonesia. The lecturer has been implementing the bilingual based instruction since the government allowed target language as a medium of instruction to support the mastery of the target language.

The participants of the research was one English lecturer and her 36 students in the class B Physics Education department. The lecturer was chosen due to her qualification in Bilingual based instruction. She is one of English lecturers used two languages during the class interaction. She was quite competent in English because she had gotten her graduate degree and had attended several English training, for improving her skill in using English as a medium of instruction.

The total number of students in the class is thirty six. They come from different parent's job background, In the context of place, all students had been studying English for six years during their junior high school and senior high school.

C. Instruments Of Data Collection

The instruments of the research were observation guide and document. Observation guide was used to observe the teaching and learning process to find out the frequency of native and target language used by the lecturer in classroom interaction. Document was used to find out the students' achievement after implementing Bilingual based Instruction.

D. Data Analysis Techniques

Data analysis techniques used in this research was descriptive analysis.

FINDINGS AND DISCUSSION

A. Findings

Bilingual based instruction is instruction in which the teacher/lecturer and students use two languages in classroom interaction. The context of two languages used depends on language function. The result of the observation at the classroom interaction shows that lecturer and students uses Indonesian and English in classroom interaction. Lecturer uses English more than Indonesian, while students use Indonesian more than English. Lecturer used English not only as a language medium but also as language source. Teachers' talk could be a source of language as language input or exposure to the students. Students' talk also could be exposures to the other students.

Based on the data from observation and recording, it shows that lecturers' talk produced by the teacher and the chosen language used by the lecturer in each context can be seen in the following context:

1.	Context	Native language	Target Language

	Greeting	0%	100%
2.	Introducing material/topics	20%	80%
3.	Giving Explanation	40%	60%
4.	Giving direction/instruction	30%	70%
5.	Giving advice	30%	70%
6.	Encouraging students/motivating students	20%	70%
7.	Giving clarification	50%	50%
8.	Giving reinforcement	10%	90%
9.	Giving thanks	0%	100%
10.	Asking question	40%	60%
11.	Answering question	40%	60%
12.	Closing activity	20%	80%

Table1. Context producing by lecturer during classroom interaction

Based on the observation, it shows that the lecturer used English more than Indonesian as language instruction. Lecturer used English not only as a language medium but also as language source. Teachers' talk could be a source of language as language input or exposure to the students. Students' talk also could be exposures to the other students.

Data about students' achievement in English were gotten by using document instrument. The document of students' achievement achieved by the students after the lecturer implemented bilingual based instruction.

Based on the document, after analyzing and tabulating the students' achievement, then they were classified into 5 (five) levels of classifications, namely: very good, good, average, poor, and very poor. The following table is the rate percentage of student' achievement in English:

Table 2 Rate percentage of students' English achievement

No.	Classification	Score
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		Range	(f)	(%)
1.	Very Good	86 – 100	18	50%
2.	Good	71 – 85	18	50%
3.	Average	56 – 70	0	0
4.	Poor	41 – 55	0	0
5.	Very Poor	41 >	0	0
Total			36	100

Table 1 indicates that most of the students 18 (50%) out of 36 students were categorized as good, while the rest of them 18 students (50%) categorized as very good. Based on the rate percentage, it shows that all of the students of Physics Education department had good and very good level.

The statistical description of students' English achievement can be further displayed in the following table:

Table 3. Statistical description of students' achievement

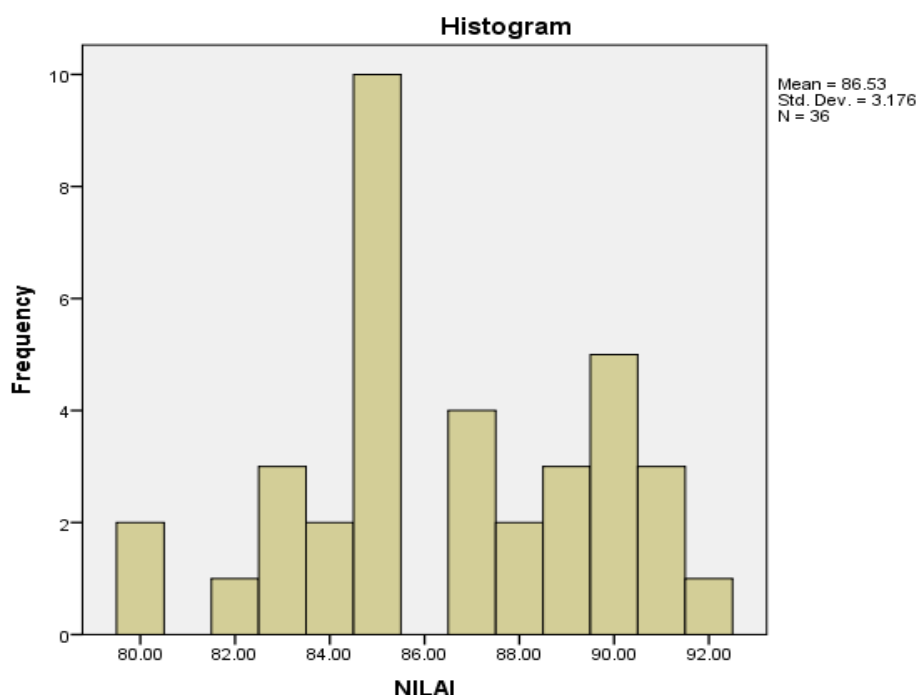
Descriptives

	Statistic	Std. Error
Mean	86.5278	.52928
95% Confidence Interval for Mean	Lower Bound	85.4533
	Upper Bound	87.6023
5% Trimmed Mean	86.6111	
Median	86.0000	
Variance	10.085	
Std. Deviation	3.17568	
Minimum	80.00	
Maximum	92.00	
Range	12.00	
Interquartile Range	4.75	
Skewness	-.147	.393

Kurtosis	-.742	.768
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Based on the above table the minimum score of the student was 80. The maximum score of the students was 92. The means score of the students was 86.5278 and the median score was 86.00. It reveals that the students' of Physics Education department had very good level on English achievement.

The following are the histogram table of the students' score:



Students' achievement increases after implementation of bilingual based instruction. Students thought that they were learning while practicing the language. The students were interesting in joining class interaction. The level of students' vocabulary increases. The students also could speak English. The students also have increased in listening ability. It proved by the students' response in following any direction in English. Students' ability in writing also increased. It proved by the students' writing product.

The finding of this research in line with finding of Luis (2010: 76) that shows bilingual model affects students' English proficiency. Among four models, the dual model 50:50 placed at the third position. This research conducted at elementary students.

In addition, Ma (2010:108) found that students who are enrolled in the Dual Language program want to be able to speak both English and Spanish well while students in the Transitional Bilingual Education students prefer to only speak English and indicated that at times they forget their native language. Second, students are enrolled in the Dual Language reported to have more self-efficacy with grammar than the students in the Transitional Bilingual Education. Lastly, for task value that Dual

Language students report that learning English will benefit them in the future while the Transitional Bilingual students report that learning English is more as a survival tool.

Conversely, Roquiquez (2011:107) found that The main reason why students have low academic after transition is related to low proficiency in the area of English as a second language, lack of formal English as second language instruction, especially in the areas of vocabulary and comprehension, inadequate implementation of the bilingual program.

Sanders (2010:106) Sanders recommends the implementation a Two-Way Bilingual Immersion program beginning in pre-kindergarten and kindergarten to help increase students' achievement and close the achievement gap among minority students where diverse population exists.

Noor and Harun (2015) found that The needs of the language for each classroom are highly depend on the teachers' competencies of the language used instead of the learners' needs. In a nutshell, the bilingual teaching classroom of community colleges can be evaded by practicing better approaches and methods in teaching.

Chai, et.al, (2016) suggest that future directions for improving bilingual teaching in China include establishing suitable bilingual teaching material, training teaching faculty members and adopting proper teaching methods.

CONCLUSION

Based on the previous discussion, the writer draw conclusion as follows:

1. Bilingual based instruction implemented by the lecturer was English-Indonesian Instruction. The frequency of target language used by the lecturer was more that native language.
2. Students' achievement increases after implementation of bilingual-based instruction. 50% of students got good category and 50% students got very good category. The means score of the students are in very good category. This indicates that bilingual-based instruction (BBI) is effective in teaching English for academic purposes. Therefore, it suggested to use Bilingual-based Instruction (BBI) in teaching English for academic purposes.

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